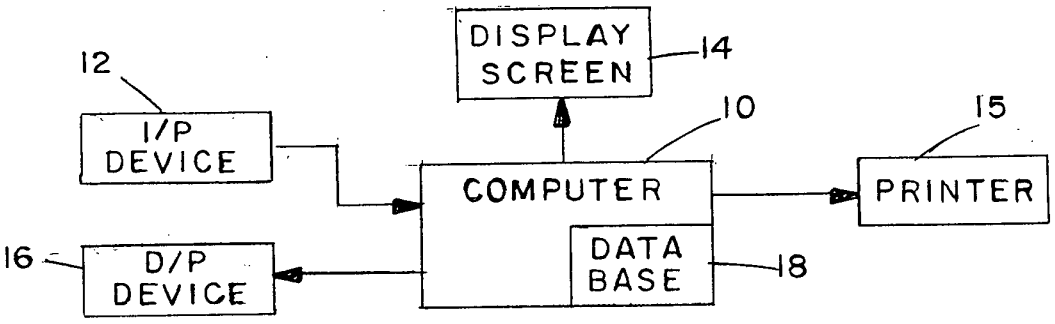

DISPLAY SCREEN
14
12
I/P DEVICE
10
COMPUTER
15
PRINTER
16
D/P DEVICE
DATA BASE
18

FIG. 1

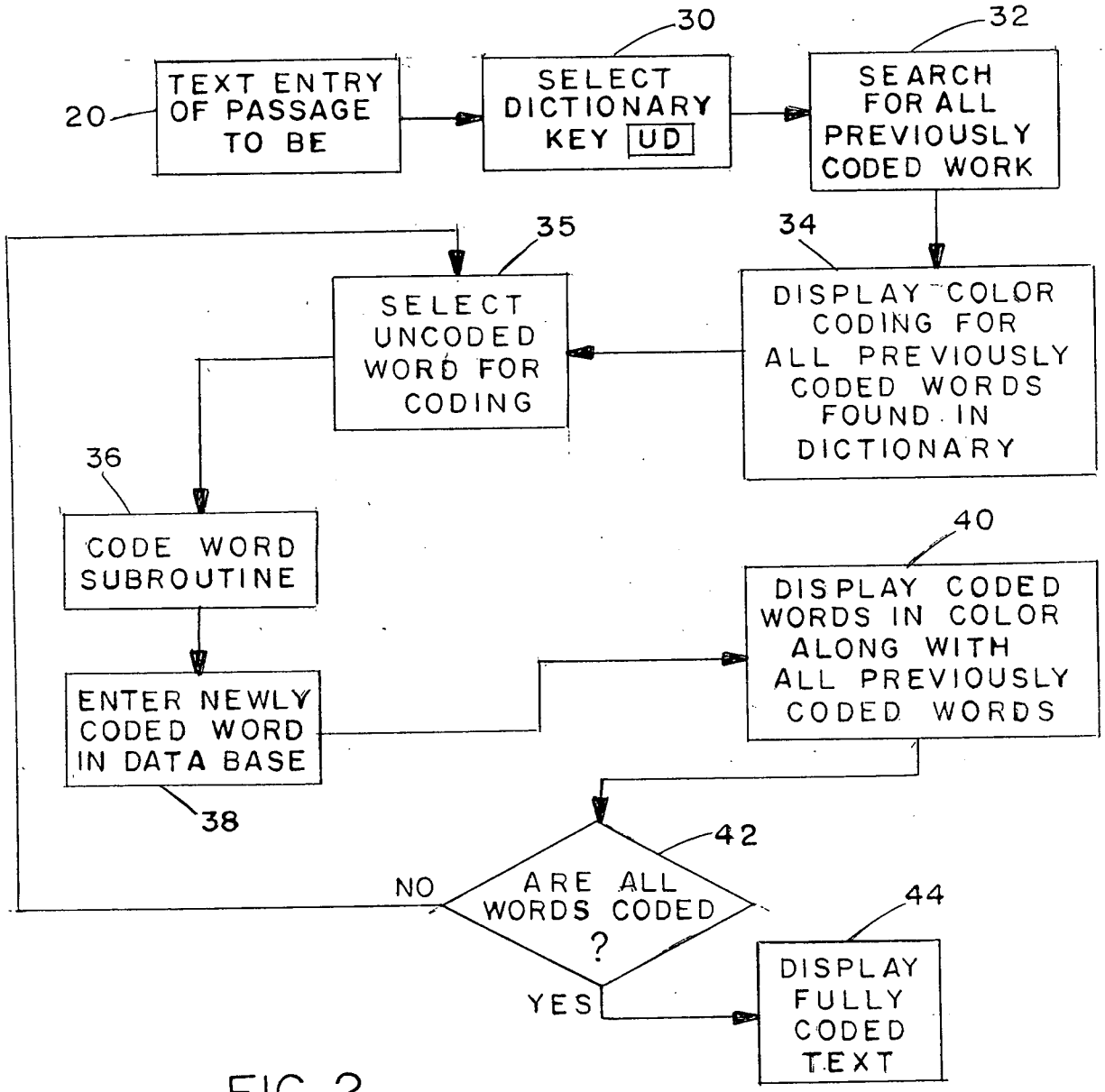

30
32
20
TEXT ENTRY OF PASSAGE TO BE
SELECT DICTIONARY KEY UD
SEARCH FOR ALL PREVIOUSLY CODED WORK
35
34
SELECT UNCODED WORD FOR CODING
DISPLAY COLOR CODING FOR ALL PREVIOUSLY CODED WORDS FOUND IN DICTIONARY
36
CODE WORD SUBROUTINE
40
DISPLAY CODED WORDS IN COLOR ALONG WITH ALL PREVIOUSLY CODED WORDS
ENTER NEWLY CODED WORD IN DATA BASE
38
42
NO
ARE ALL WORDS CODED ?
44
YES
DISPLAY FULLY CODED TEXT

FIG. 2

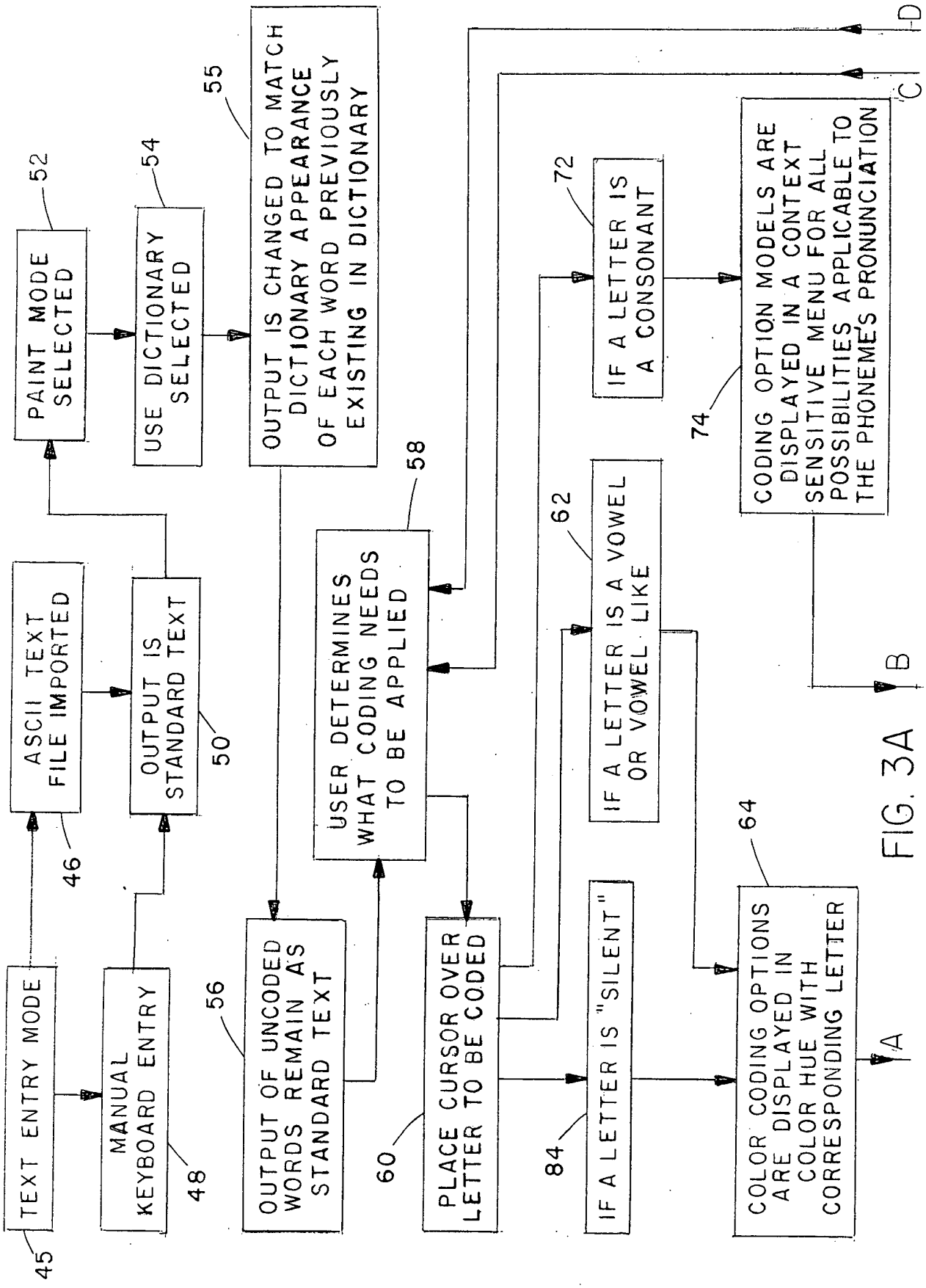

TEXT ENTRY MODE
45
ASCII TEXT FILE IMPORTED
46
MANUAL KEYBOARD ENTRY
48
OUTPUT IS STANDARD TEXT
50
PAINT MODE SELECTED
52
USE DICTIONARY SELECTED
54
OUTPUT IS CHANGED TO MATCH DICTIONARY APPEARANCE OF EACH WORD PREVIOUSLY EXISTING IN DICTIONARY
55
OUTPUT OF UNCODED WORDS REMAIN AS STANDARD TEXT
56
USER DETERMINES WHAT CODING NEEDS TO BE APPLIED
58
PLACE CURSOR OVER LETTER TO BE CODED
60
IF A LETTER IS A VOWEL OR VOWEL LIKE
62
IF A LETTER IS "SILENT"
84
IF A LETTER IS A CONSONANT
72
CODING OPTION MODELS ARE DISPLAYED IN A CONTEXT SENSITIVE MENU FOR ALL POSSIBILITIES APPLICABLE TO THE PHONEME'S PRONUNCIATION
74
COLOR CODING OPTIONS ARE DISPLAYED IN COLOR HUE WITH CORRESPONDING LETTER
64
A
B
C
D

FIG. 3A

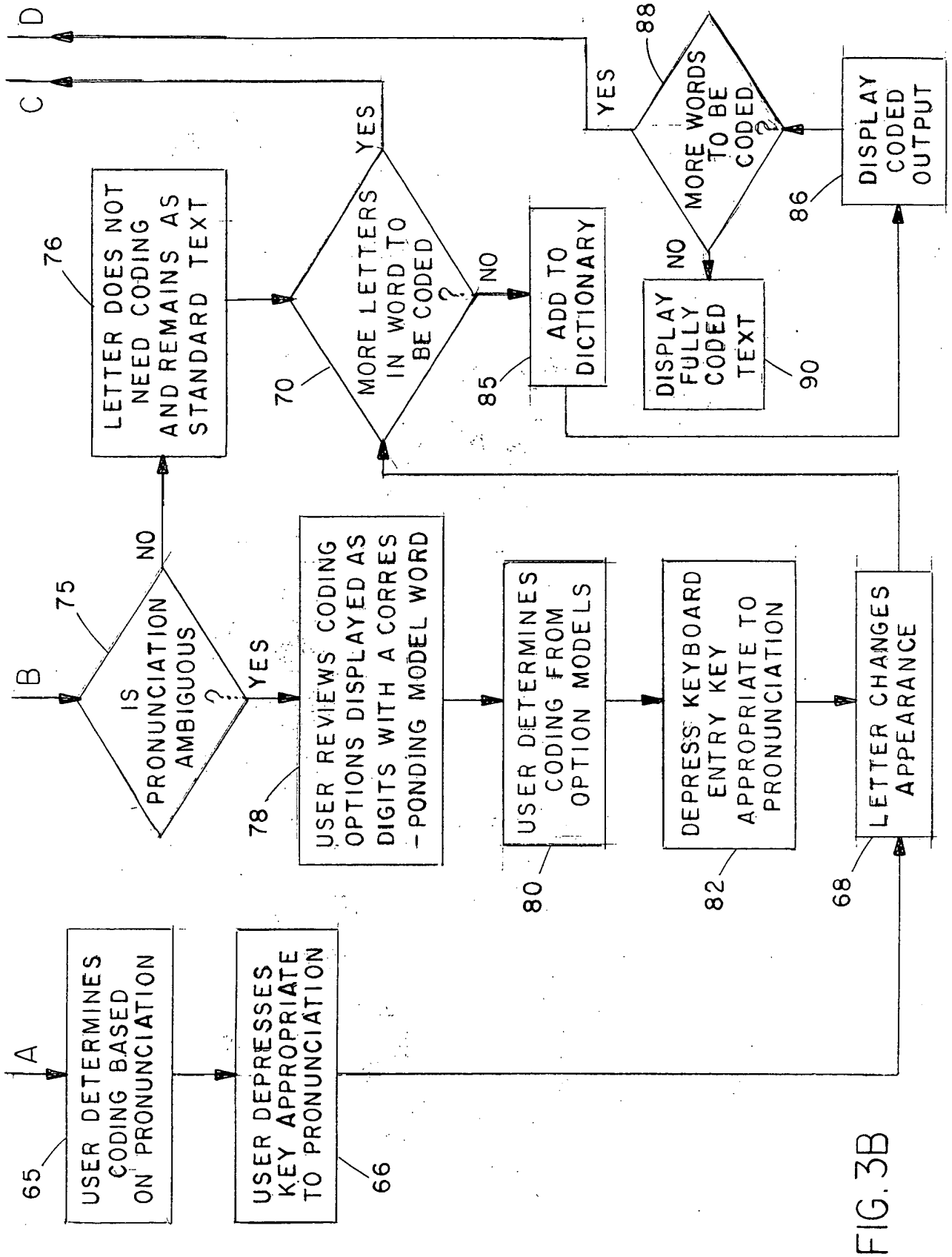
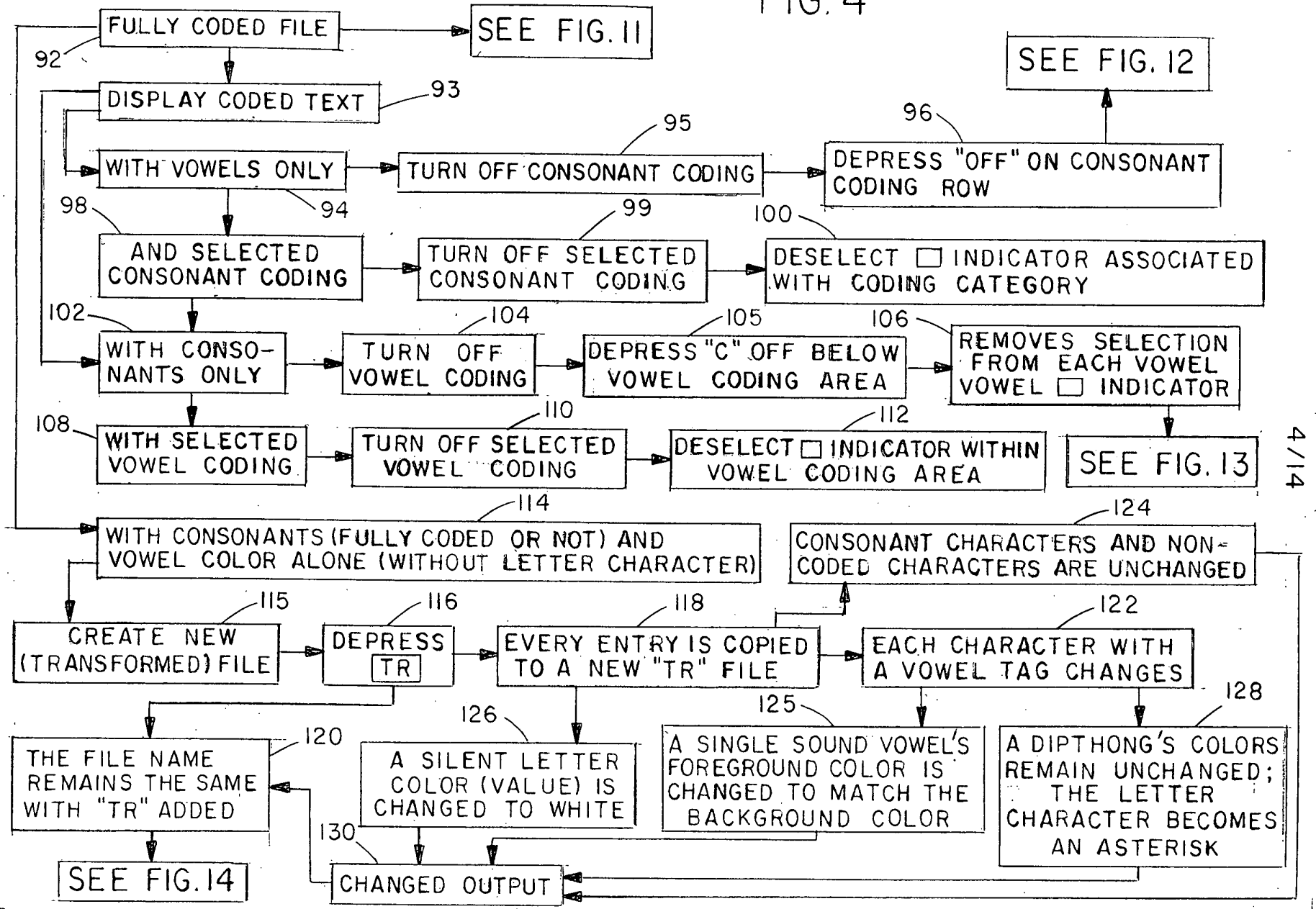

A
B
C
D
65
USER DETERMINES CODING BASED ON PRONUNCIATION
66
USER DEPRESSES KEY APPROPRIATE TO PRONUNCIATION
68
LETTER CHANGES APPEARANCE
75
IS PRONUNCIATION AMBIGUOUS ?
NO
YES
76
LETTER DOES NOT NEED CODING AND REMAINS AS STANDARD TEXT
78
USER REVIEWS CODING OPTIONS DISPLAYED AS DIGITS WITH A CORRES-PONDING MODEL WORD
80
USER DETERMINES CODING FROM OPTION MODELS
82
DEPRESS KEYBOARD ENTRY KEY APPROPRIATE TO PRONUNCIATION
70
MORE LETTERS IN WORD TO BE CODED ?
YES
NO
85
ADD TO DICTIONARY
88
MORE WORDS TO BE CODED ?
YES
NO
86
DISPLAY CODED OUTPUT
90
DISPLAY FULLY CODED TEXT

FIG. 3B

FIG. 4


FULLY CODED FILE
SEE FIG. 11
92
DISPLAY CODED TEXT
93
WITH VOWELS ONLY
94
TURN OFF CONSONANT CODING
95
DEPRESS "OFF" ON CONSONANT CODING ROW
96
SEE FIG. 12
AND SELECTED CONSONANT CODING
98
TURN OFF SELECTED CONSONANT CODING
99
DESELECT ☐ INDICATOR ASSOCIATED WITH CODING CATEGORY
100
WITH CONSONANTS ONLY
102
TURN OFF VOWEL CODING
104
DEPRESS "C" OFF BELOW VOWEL CODING AREA
105
REMOVES SELECTION FROM EACH VOWEL VOWEL ☐ INDICATOR
106
WITH SELECTED VOWEL CODING
108
TURN OFF SELECTED VOWEL CODING
110
DESELECT ☐ INDICATOR WITHIN VOWEL CODING AREA
112
SEE FIG. 13
WITH CONSONANTS (FULLY CODED OR NOT) AND VOWEL COLOR ALONE (WITHOUT LETTER CHARACTER)
114
CONSONANT CHARACTERS AND NON-CODED CHARACTERS ARE UNCHANGED
124
CREATE NEW (TRANSFORMED) FILE
115
DEPRESS TR
116
EVERY ENTRY IS COPIED TO A NEW "TR" FILE
118
EACH CHARACTER WITH A VOWEL TAG CHANGES
122
THE FILE NAME REMAINS THE SAME WITH "TR" ADDED
120
A SILENT LETTER COLOR (VALUE) IS CHANGED TO WHITE
126
A SINGLE SOUND VOWEL'S FOREGROUND COLOR IS CHANGED TO MATCH THE BACKGROUND COLOR
125
A DIPTHONG'S COLORS REMAIN UNCHANGED; THE LETTER CHARACTER BECOMES AN ASTERISK
128
SEE FIG. 14
CHANGED OUTPUT
130

BACKGROUND	FOREGROUND	REFERENCE	CHARACTER REPRESENTATION
255 255 255	196 152 46	L	0
255 255 255	130 14 11	voiced	1
255 255 255	201 0 0	JH	2
255 255 255	0 64 121	unvoiced	3
255 255 255	40 177 0	CH	4
255 255 255	60 129 168	SH	5
255 255 255	139 149 255	H	6
255 255 255	182 128 46	W	7
255 255 255	32 148 0	Y	8
255 255 255	146 0 133	R	9
255 0 30	255 255 255	eh	d
0 200 0	255 255 255	ee	e
129 60 49	255 255 255	ah	a
255 130 9	255 255 255	oh	o
0 0 255	255 255 255	oo	b
149 131 74	255 255 255	uh	m
255 157 190	255 255 255	ih	p
0 0 0	216 216 216	aa	k
255 0 30	126 255 37	ehee	g
129 59 49	0 255 0	ahee	i
255 130 9	0 255 0	ohee	q
17 17 255	149 131 74	oouh	s
129 59 48	0 55 255	ahoo	n
0 199 33	0 0 255	eeoo	u
255 255 4	132 116 70	ll	l
169 0 208	255 255 255	er	r
255 255 255	183 182 183	silent	x

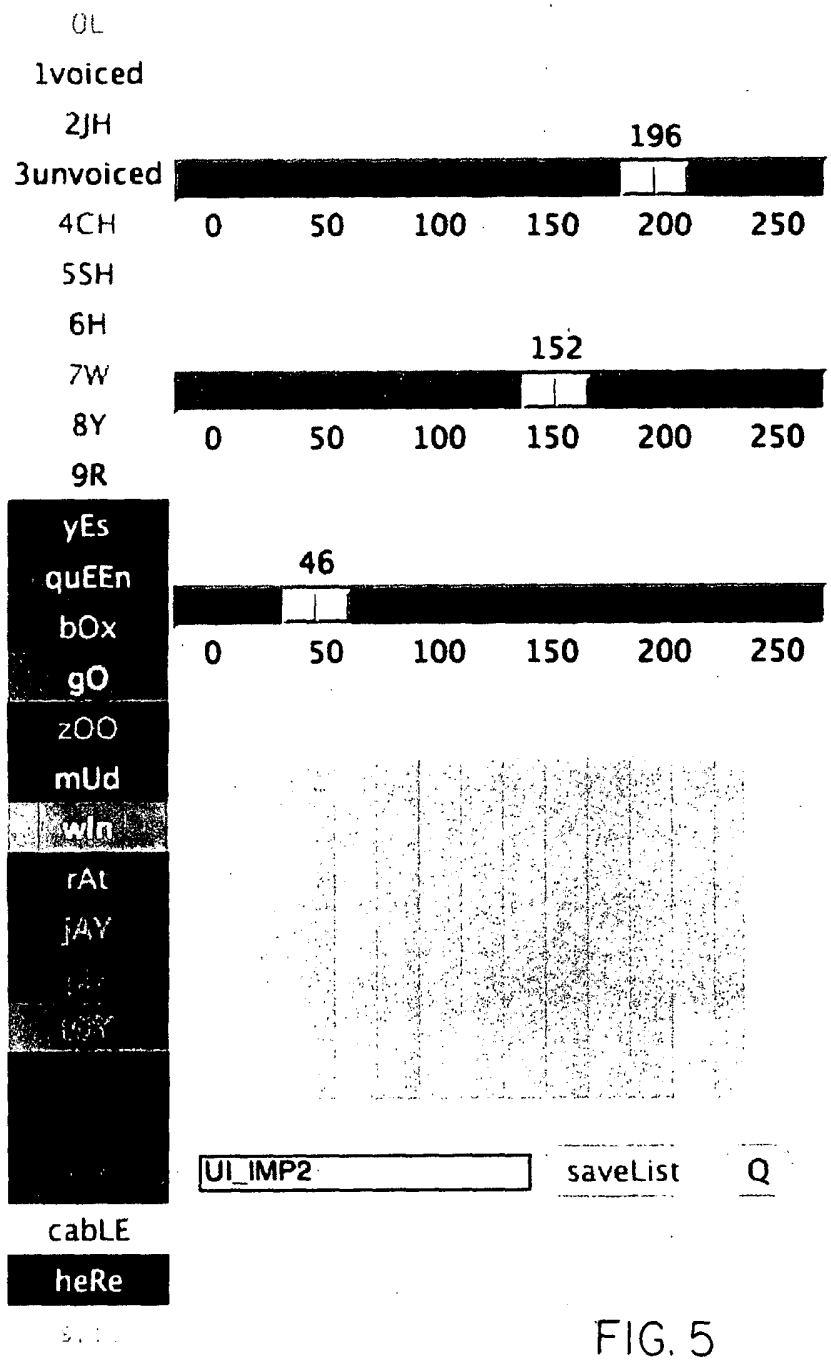


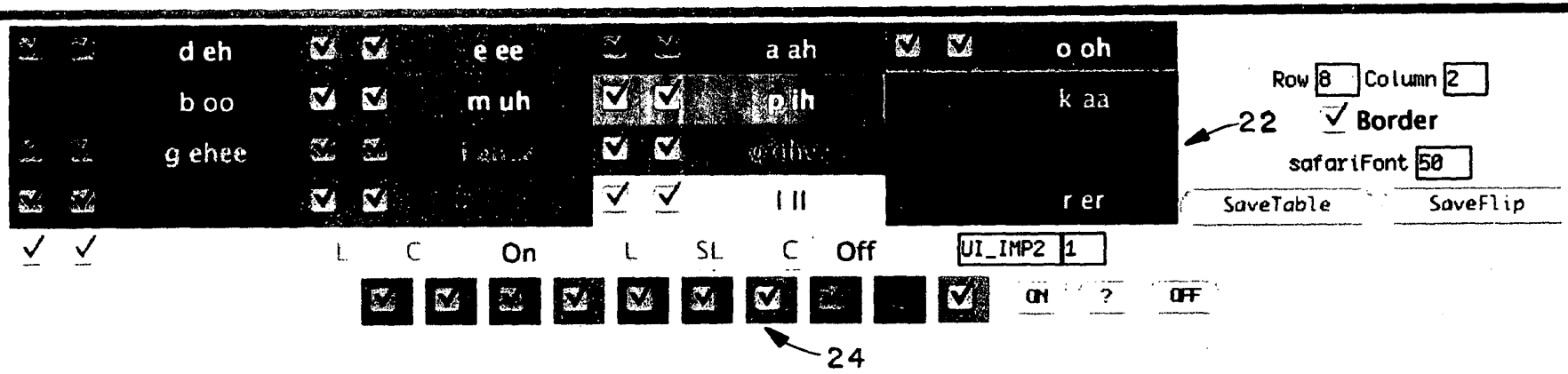
FIG. 5

consonantCE

```
set consonantCE {
{c      -       -       -       niCe    -       speCial}
{ch     -       -       -       aCHe    CHurch  maCHine}
{d      -       solDier -       likeD}
{e      -       -       -       -       -       -       -       -       nausEous}
{f      -       oF}
{g      -       aGe     rouGe}
{gh     -       -       -       enouGH}
{h      -       -       -       -       -       -       upHill}
{i      -       -       -       -       -       -       -       -       onIon}
{l      Low     -       -       -       -       -       -       -       -       -}
{n      -       siNg    blaNc}
{o      One     -       -       -       -       -       -       chOir}
{ph     -       -       -       PHone}
{r      -       -       -       -       -       -       -       -       -       Run}
{s      -       iS      aSia    -       -       Sugar }
{sh     -       -       -       -       -       SHe}
{t      -       -       equaTion -      naTure  naTion}
{tch    -       -       -       -       caTCH}
{th     -       -       -       THree}
{u      -       -       -       -       -       -       -       qUiet}
{w      -       -       -       -       -       -       -       Wet}
{wh     -       -       -       -       -       -       -       WHat}
{x      -       Xerox}
{y      -       -       -       -       -       -       -       -       Yap}
{z      -       -       aZure}
}
```

FIG. 6

0 1 2 3 4 5 6 7 8 9

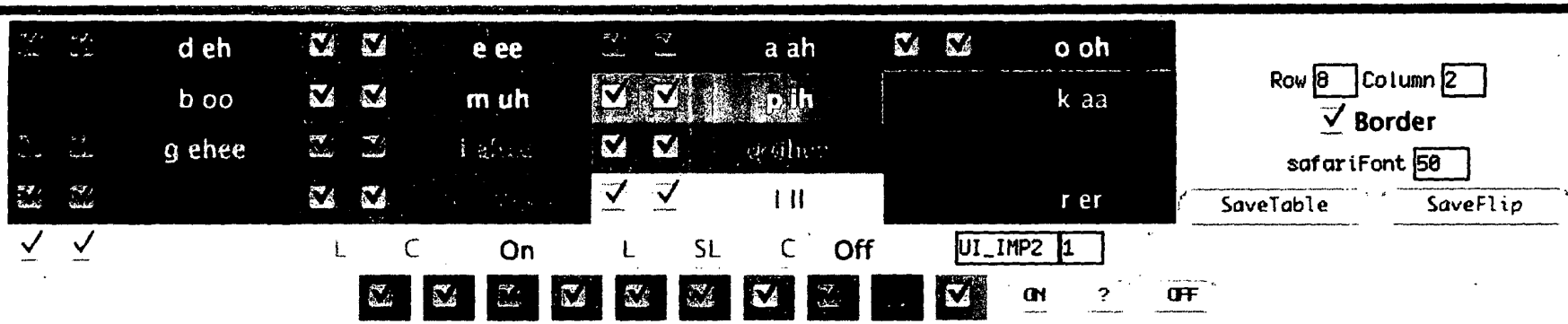


Using specific colors which represent vowel and vowel-like sounds in the learning process allows visual association and kinesthetic memory to aid the introduction and review of reading and speaking in English.

using
specific
colors
vowel-like

Import ASCII ✓M F G LD SRP SRG uD uT monaco 28 ✓P TR summary1 X L S Q

FIG. 7

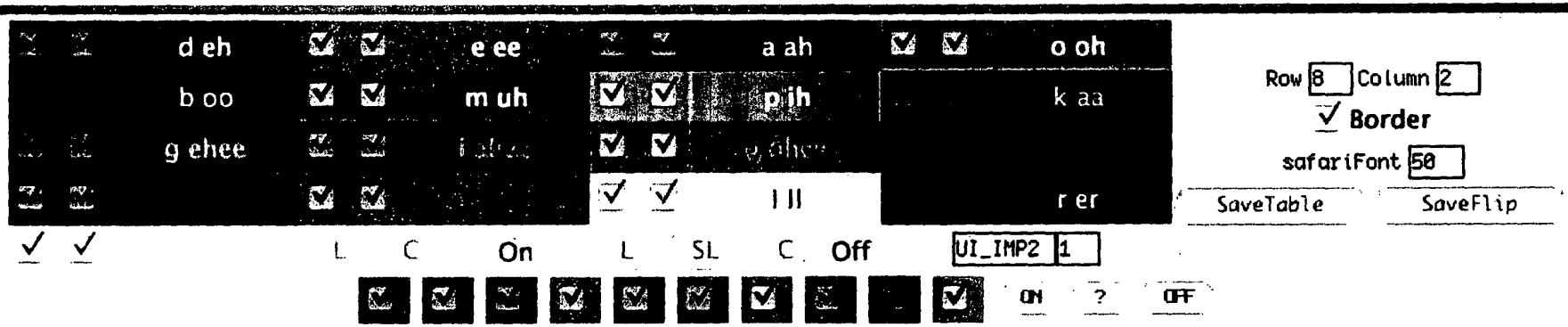


Using specific colors which represent vowel and vowel-like sounds in the learning process allows visual association and kinesthetic memory to aid the introduction and review of reading and speaking in English.

using
specific
colors
vowel-like

Import ASCII ✓M F G monaco 28 ✓P TR summary1 X L S Q

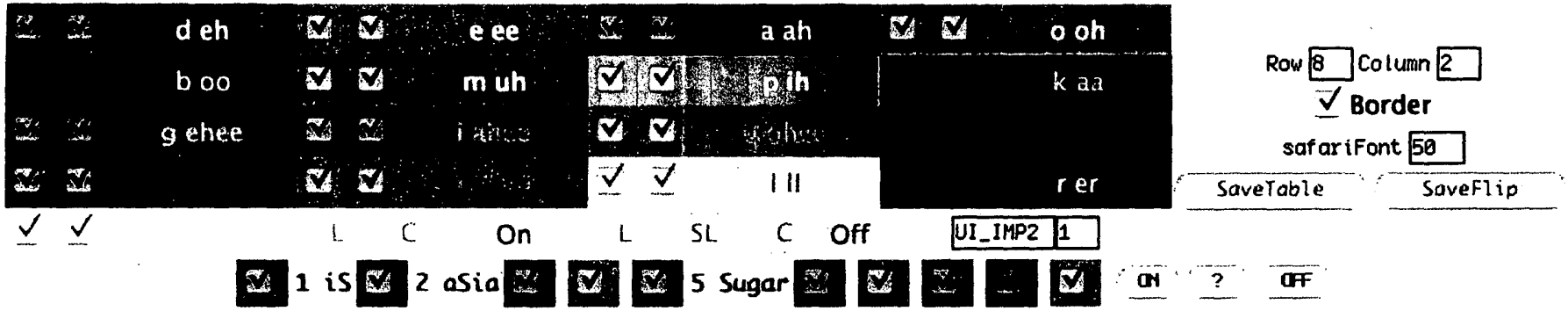
FIG. 8



Using specific colors which represent vowel and vowel-like sounds in the learning process allows visual association and kinesthetic memory to aid the introduction and review of reading and speaking in English.

using
specific
colors
vowel-like

FIG. 9



Using specific colors which represent vowel and vowel-like sounds in the learning process allows visual association and kinesthetic memory to aid the introduction and review of reading and speaking in English.

specific
colors
vowel-like
sounds

Import ASCII M F G LD SRP SRG uD uT monaco 28 P TR summary1 X L S Q

FIG. 10

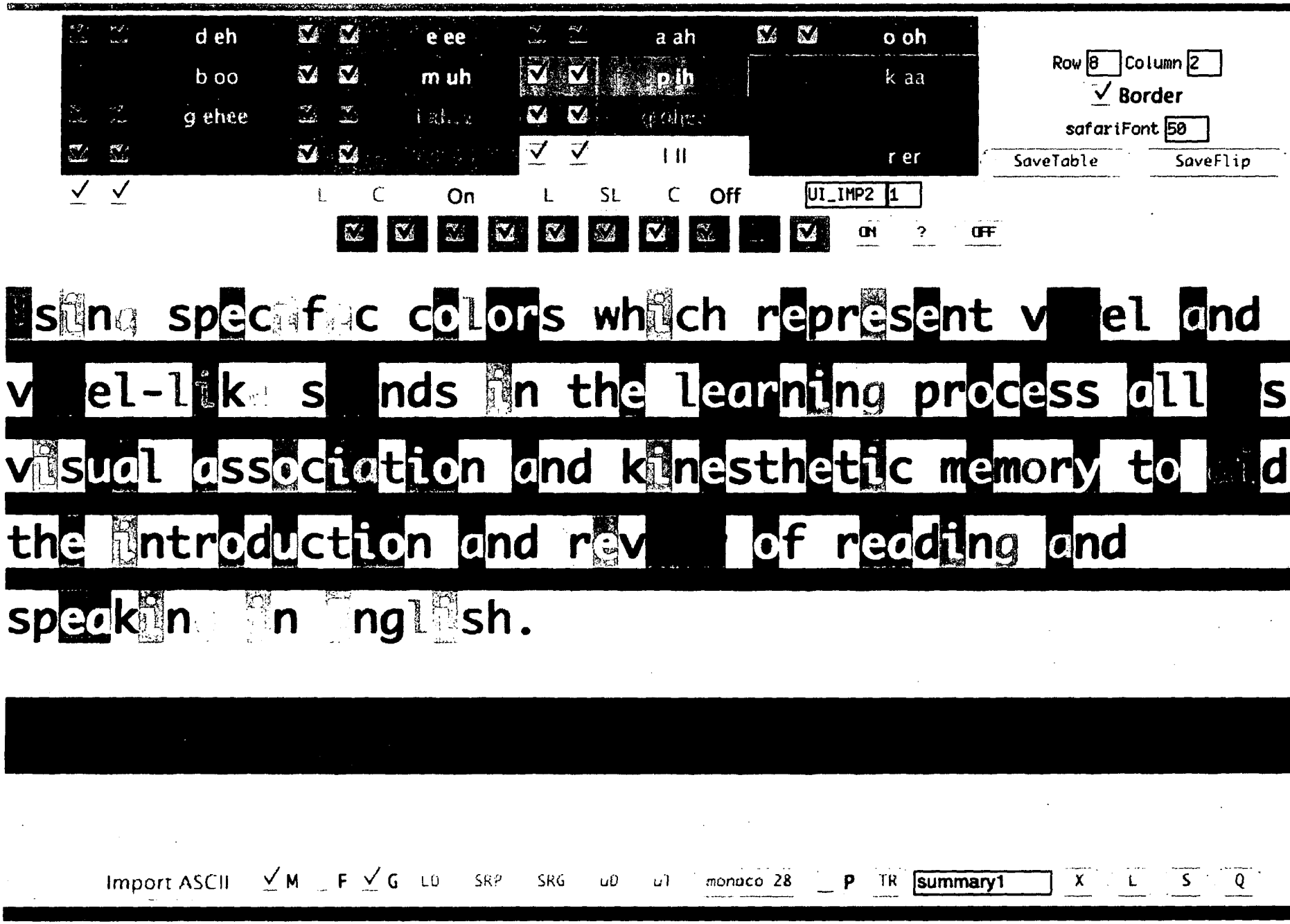
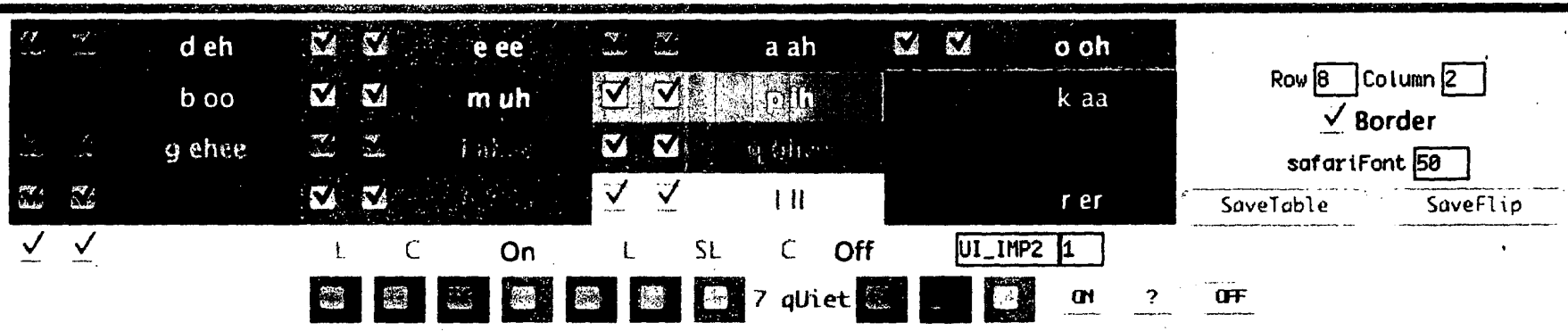
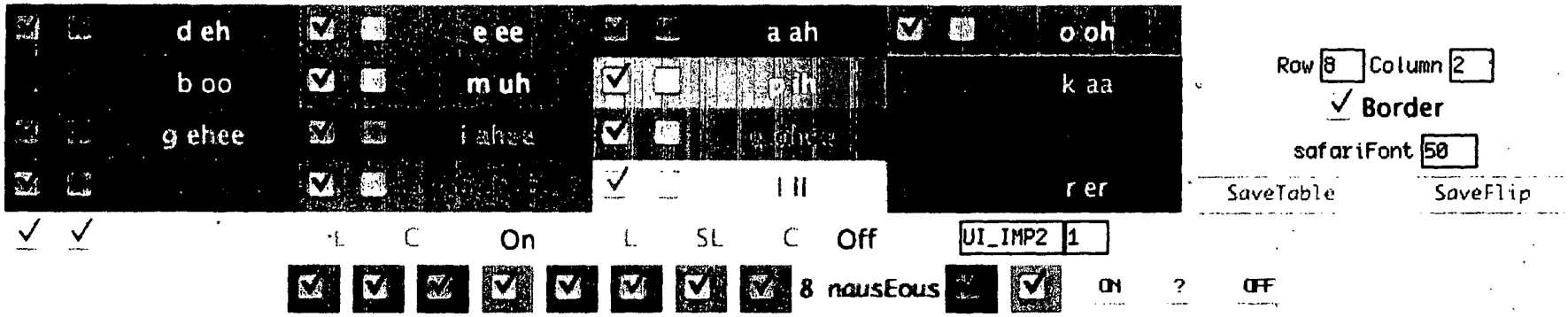

d eh
e ee
a ah
o oh
b oo
m uh
p ih
k aa
g ehee
l ll
r er
Row 8
Column 2
Border
safariFont 50
SaveTable
SaveFlip
L C On L SL C Off
UI_IMP2 1
ON ? OFF
sing specific colors which represent vowel and
vowel-like sounds in the learning process all
visual association and kinesthetic memory to aid
the introduction and review of reading and
speaking English.
Import ASCII M F G LO SRP SRG uD uT monaco 28 P TR summary1 X L S Q

FIG. 11



sin specific colors which represent vowel and vowel-like sounds in the learning process allows visual association and kinesthetic memory to aid the introduction and review of reading and speaking English.

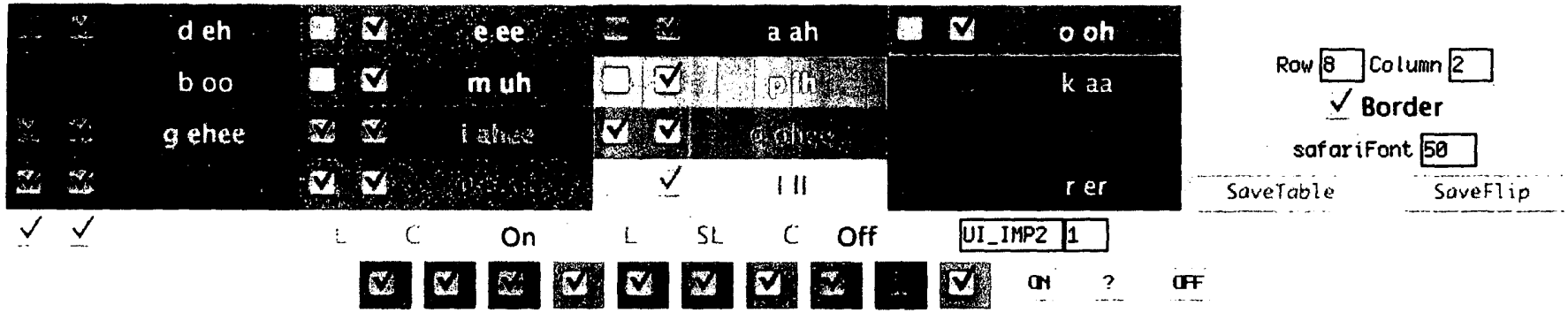
FIG. 12



Using specific colors which represent vowel and vowel-like sounds in the learning process allows visual association and kinesthetic memory to aid the introduction and review of reading and speakin in any phonetic language.

Import ASCII M F G LD SRP SRG uD u1 monaco 28 P TR summary1 X L S Q

FIG. 13



[illegible] sp[illegible] f c c[illegible]s wh[illegible]ch r[illegible]pr[illegible]s[illegible]nt v[illegible] [illegible]nd v[illegible] -l[illegible]k s[illegible]nds [illegible] n th[illegible] l[illegible]n[illegible] n pr[illegible]c[illegible]ss [illegible]l[illegible]s v[illegible]s[illegible] [illegible]ss[illegible]c[illegible]t[illegible]n [illegible]nd k[illegible]n[illegible]sth[illegible]t[illegible]c m[illegible]mr[illegible] t[illegible] [illegible]d th[illegible] [illegible]ntr[illegible]d[illegible]ct[illegible]n [illegible]nd r[illegible]v[illegible] [illegible]f r[illegible]d[illegible]n [illegible]nd sp[illegible]k[illegible]n [illegible]n [illegible]n[illegible] ph[illegible]n[illegible]t[illegible]c l[illegible]ngu[illegible]g.

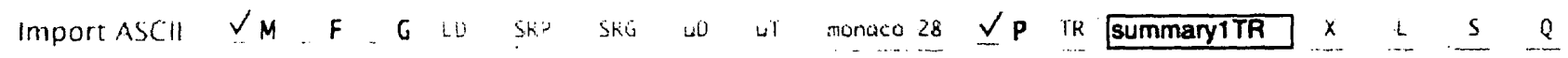


FIG. 14